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ABSTRACT

This document presents data summarizing the indicators of educational quality in the Austin (Texas) Independent School District (AISD) and, where possible, compares the AISD data to data from other urban districts, the state, and the nation. Data are presented on student achievement overall, for college-bound students and among different ethnic groups, as well as district rates for school attendance, college attendance aspiration, high school graduation, grade retention, and dropouts. On almost all quality indicators the AISD scored above average, including: (1) scores above the national average at grades K-12 in all tests areas; (2) Exit-Level Texas Educational Assessment of Minimum Skills (TEAMS) scores above the state average and first among the eight urban districts in Texas; (3) one and one-half to two times the national average percentage of students scoring above the 90th percentile; (4) two and one-half to four times the average percentile for urban districts scoring above the 90th percentile; (5) scores above the state and national averages on the Scholastic Aptitude Test; and (6) four to seven times the average number of National Merit Scholarship recognition awards for a district of its size. The one area showing need for improvement was basic skills, especially mathematics in grades 1, 3, 5, 7, and 9. (JGL)

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SUMMARY OF QUALITY INDICATORS

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION

OFFICE OF RESEARCH AND EVALUATION

January, 1987

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SUMMARY OF QUALITY INDICATORS

When we examine the most common indicators of quality for public school systems, AISD compares favorably. Many different indicators of quality may be used to evaluate the success of an educational system. While various measures of student achievement are fundamental and form the "bottom line" in education, other measures such as the dropout rate and the percentage of graduates going to college are also important. The following points summarize a variety of quality indicators for AISD. More detailed information is attached. Comparisons with other districts, the state, or the nation are included when available.

Achievement

High Student Achievement Levels

1. Student achievement has risen markedly in the last decade, with minority students in particular showing significant gains. (Figures 1-4)

2. AISD students consistently achieve above the national average at grades K-12 in all test areas. (Figures 5 & 6)

3. On the Exit-Level TEAMS, AISD students outscore the state average, and AISD ranks number one among the eight urban districts. (Figures 7 & 8)

4. The percentage of AISD students scoring above the 90th percentile is about one and a half to two times the national average and two and a half to four times the average for urban districts. (Figure 9)

College-Bound Students

5. AISD students have traditionally outperformed the state and national averages on the SAT. (Figures 10 & 11)

6. The number of our students recognized in the National Merit Scholarship competition is four to seven times the average for a school system the size of Austin. (Figure 12)

Student Diversity

7. In general Austin's diverse population presents a real challenge to teachers who have such a wide range of achievers in their classrooms. (Figures 13-16)

8. AISD students speak 45 home languages other than English. (Figure 17)

9. In their classrooms, Austin teachers appear to have students with a greater diversity of income, home language, achievement levels, and ethnicity than any other teachers in Texas.

Improvement Needed in Basic Skills

10. Although it is the expectation of the District administration that AISD should rank number one among Texas urban districts (the Big Eight), the rankings on the 1986 TEAMS ranged from one to six with the most common ranking being three. (Figure 18)

11. On the TEAMS, Austin students are more likely to be below their counterparts statewide in mathematics than in reading or writing. (Figure 19)

12. Black students in AISD score below Black students statewide on the TEAMS in 14 of 17 comparisons. Anglo and Hispanic students exceed the state average in 7 of 17 comparisons. (Figure 19)

Other Outcomes

13. The average daily attendance in AISD was 94.5% for 1985-86 compared with a state average of 93.4%.

14. An estimated 63% of last year's graduates planned to attend college. This is above the state average.

15. Of AISD 12th graders, 97% graduated in 1985-86 compared with 93.2% statewide.

16. About 7% of current AISD students are repeating a grade from last year. At grades 1, 7, 8, and 9 the rate exceeds 10% (Figure 20)

17. In 1985-86 the annual high school dropout rate was 10.7%. Over a four-year period we are likely to lose 30% or more of our students who were ninth graders the first year. (Figure 21)

Figure 1. HISPANIC STUDENT ACHIEVEMENT:
ITBS COMPOSITE SCORES, 1980 AND 1986.

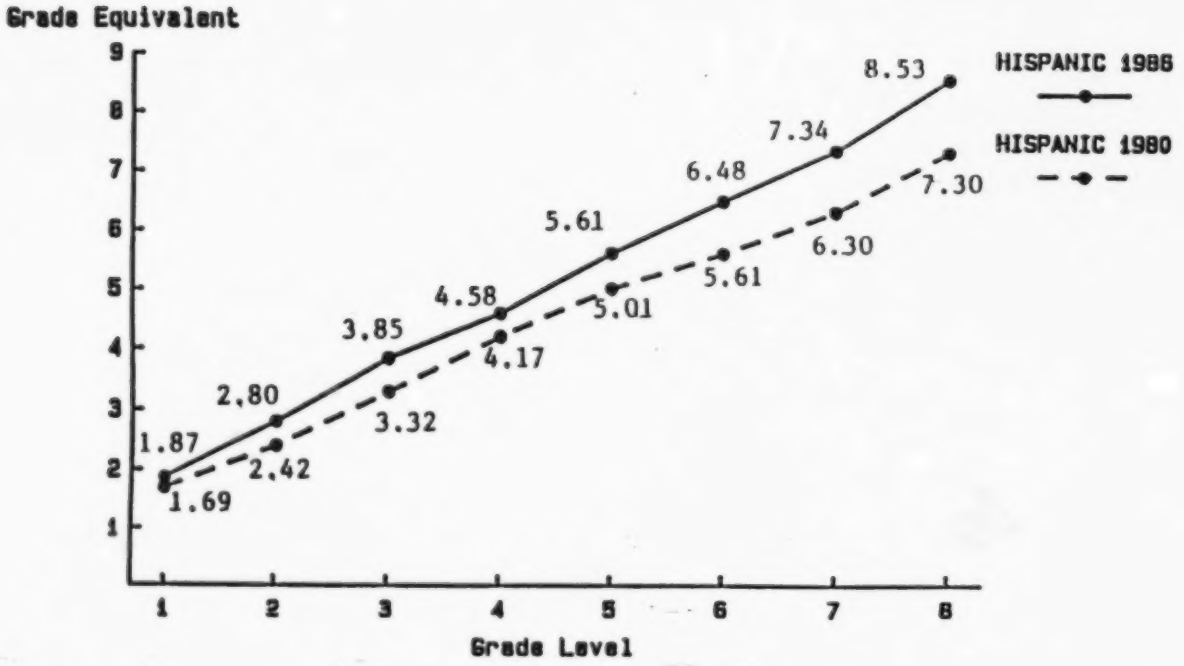

Figure 2. BLACK STUDENT ACHIEVEMENT:
ITBS COMPOSITE SCORES, 1980 AND 1986.

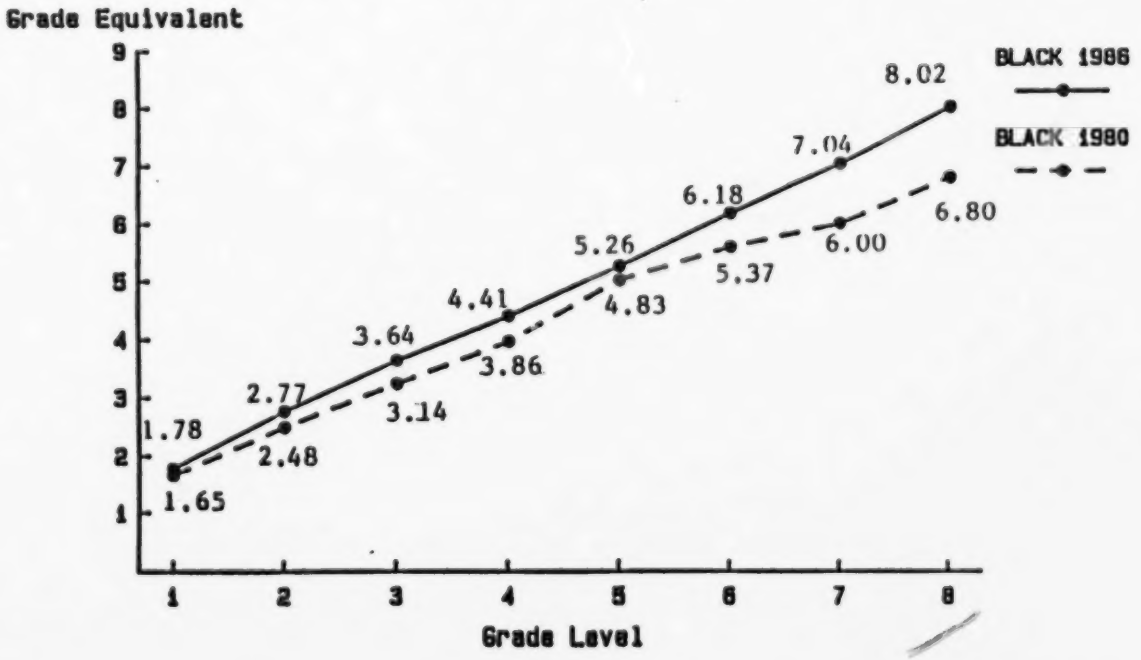

Figure 3. ANGLO/OTHER STUDENT ACHIEVEMENT: ITBS COMPOSITE SCORES, 1980 AND 1986.

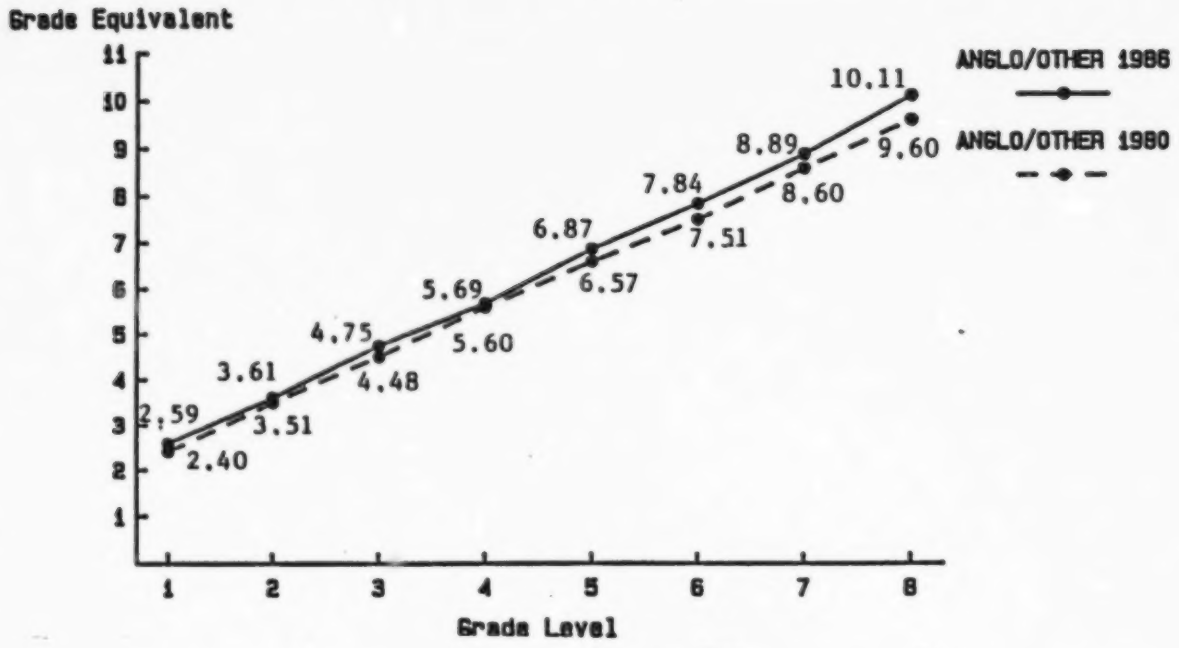

Figure 4: TEST AVERAGE CHANGES IN 1985-1986.

ELEMENTARY	ITBS AVERAGES UP	SAME	DOWN
BLACK	21	7	5
HISPANIC	22	4	7
OTHER	22	11	0
ALL STUDENTS	19	10	4
JUNIOR HIGH	**ITBS AVERAGES UP**	**SAME**	**DOWN**
BLACK	9	1	0
HISPANIC	10	0	0
OTHER	9	1	0
ALL STUDENTS	10	0	0
HIGH SCHOOL	**TAP AVERAGES UP**	**SAME**	**DOWN**
BLACK	28	0	0
HISPANIC	26	0	2
OTHER	19	5	4
ALL STUDENTS	21	3	4
TOTAL (ALL AVERAGES FOR ALL STUDENTS)	50 UP	13 SAME	8 DOWN

Figure 5. AISD MEDIAN PERCENTILES, 1985-86 ITBS, GRADES 1-8, COMPOSITE SCORES.

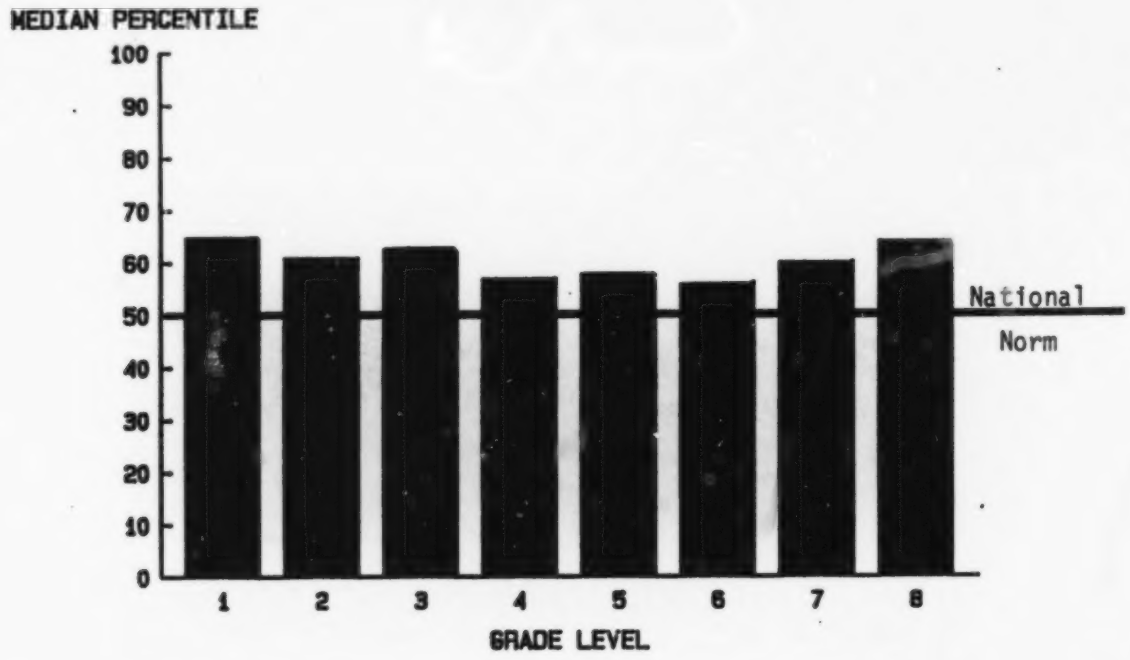

Figure 6. AISD MEDIAN PERCENTILES, 1985-86 TAP, GRADES 9-12, COMPOSITE SCORES.

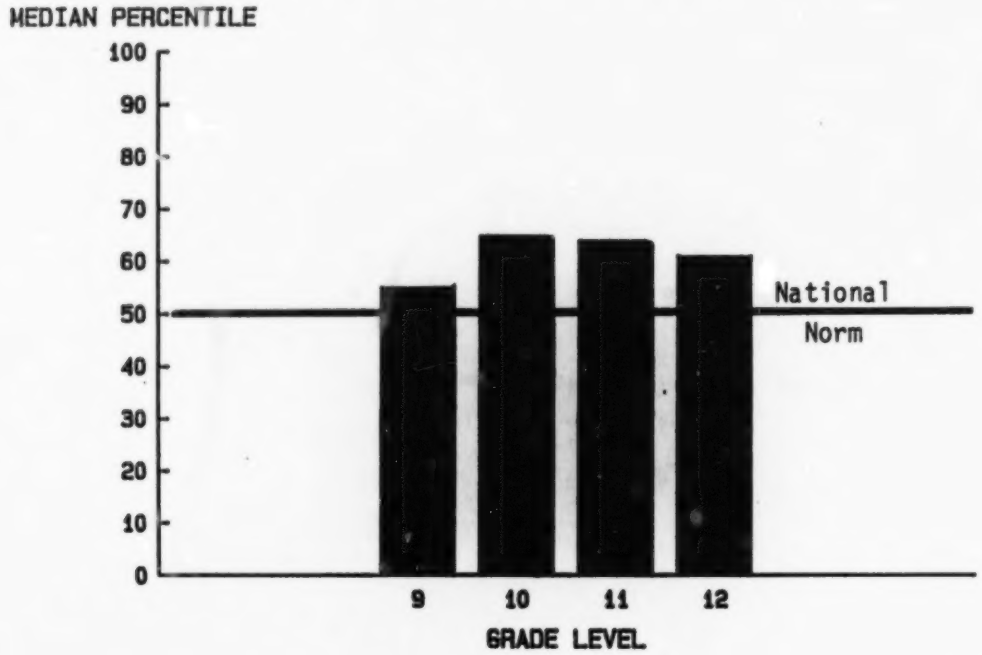

Figure 7. PERCENTAGE OF ELEVENTH GRADERS MASTERING THE EXIT-LEVEL TEAMS, OCTOBER, 1986.

District	Mathematics	Language Arts	Passed all Tests Taken
Austin	93	90	87
Corpus Christi	87	86	81
Dallas	83	79	73
El Paso	91	88	83
Fort Worth	77	79	69
Houston	87	86	80
San Antonio	83	80	73
Ysleta	88	87	82
Texas	89	87	83

Figure 8. PERCENTAGE MASTERING EXIT-LEVEL TEAMS.

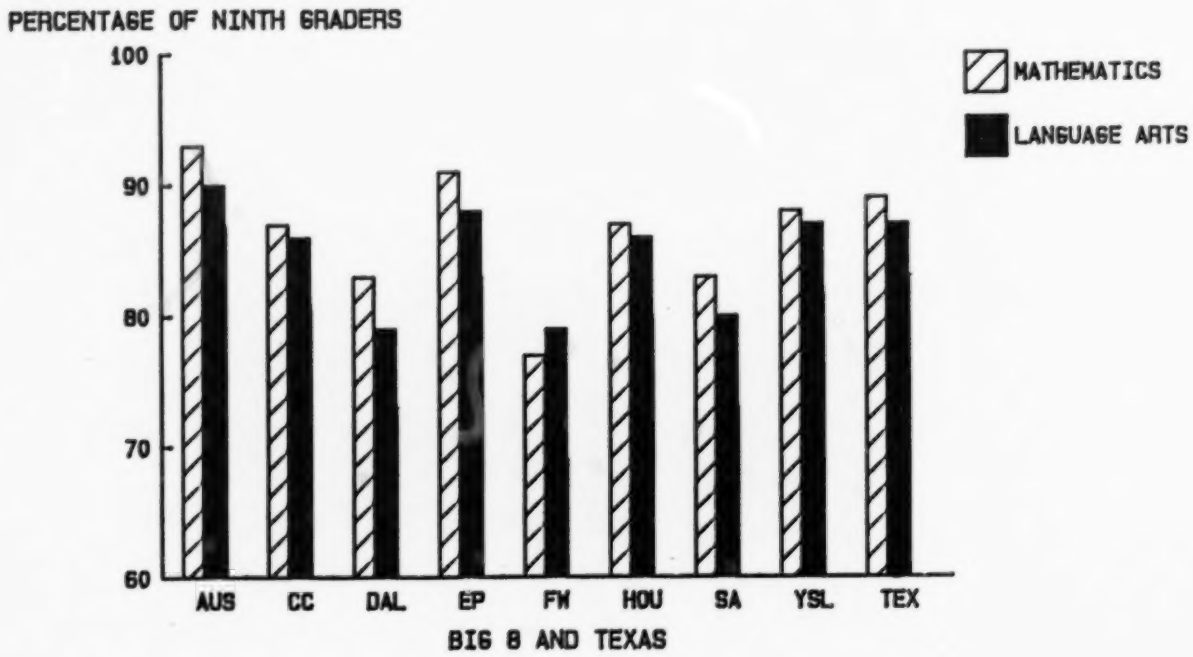

Figure 9. PERCENTAGE OF AISD STUDENTS SCORING AT OR ABOVE THE 90TH PERCENTILE ON THE ITBS OR TAP COMPOSITE. Ten percent of the norming group score at or above the 90th percentile.

Grade	AT OR ABOVE NATIONAL NORMS	AT OR ABOVE URBAN NORMS
1	18.3	25.2%
2	18.8	26.8%
3	15.2	30.1%
4	14.1	27.5%
5	14.3	32.9%
6	14.8	33.6%
7	15.1	40.1%
8	20.2	45.6%
9	15.7	NA
10	19.3	NA
11	19.3	NA
12	18.4	NA

Figure 10. SCHOLASTIC APTITUDE TEST NATIONAL AND AISD AVERAGES: VERBAL, 1972 TO 1986.

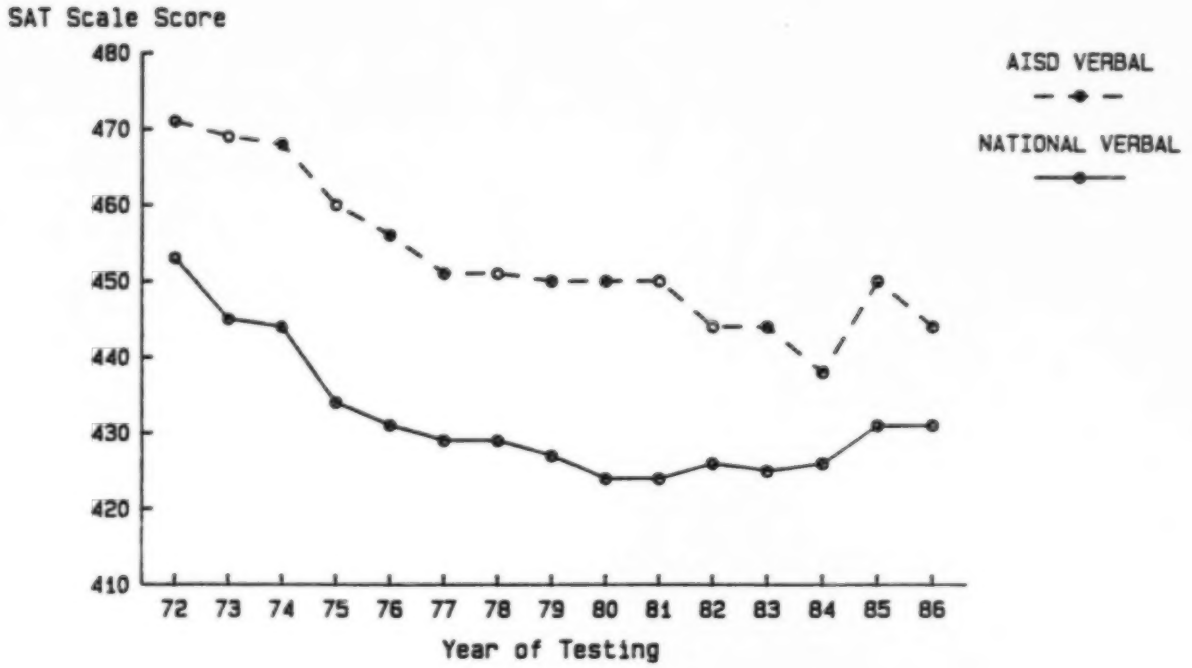

Figure 11. SCHOLASTIC APTITUDE TEST NATIONAL AND AISD AVERAGES: MATHEMATICS, 1972 TO 1986.

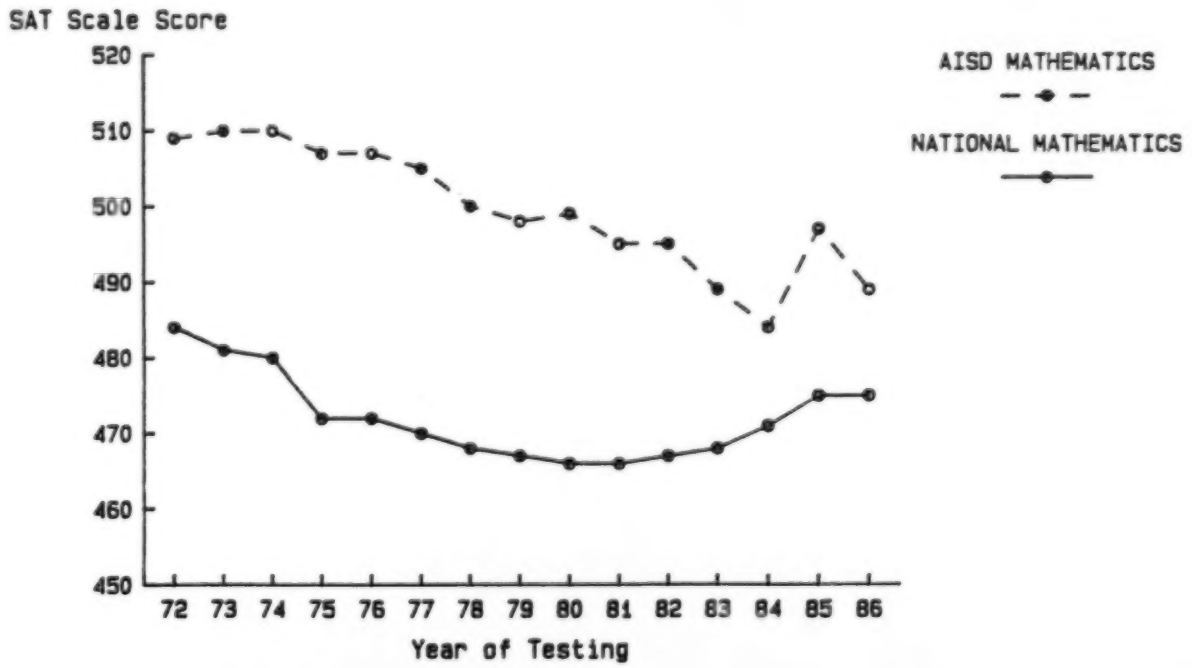

Figure 12. RATIO OF NATIONAL MERIT SCHOLARSHIP FINALISTS TO PREDICTED NUMBER. One half of one percent of PSAT takers are chosen as semifinalists.

Juniors in...	Numbers of Takers	Predicted Number of Semifinalists	Number of Semifinalists	Ratio
1985-86	1,413	7	51	7.3
1984-85	1,322	7	28	4.0
1983-84	1,447	7	50	7.1
1982-83	1,235	6	40	6.7

Figure 13. PERCENTAGE OF STUDENTS SCORING IN VARIOUS PERCENTILE RANGES, ITBS LANGUAGE, KINDERGARTEN, FALL 1986.

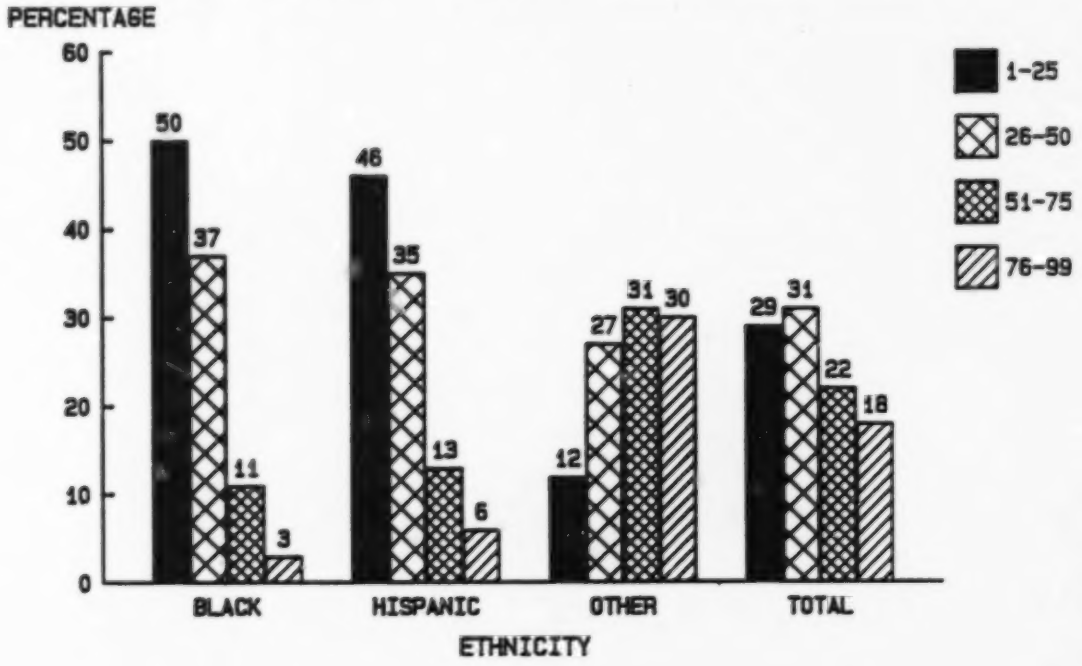

Figure 14. PERCENTAGE OF STUDENTS SCORING IN VARIOUS PERCENTILE RANGES, ITBS COMPOSITE, GRADE 6, 1986.

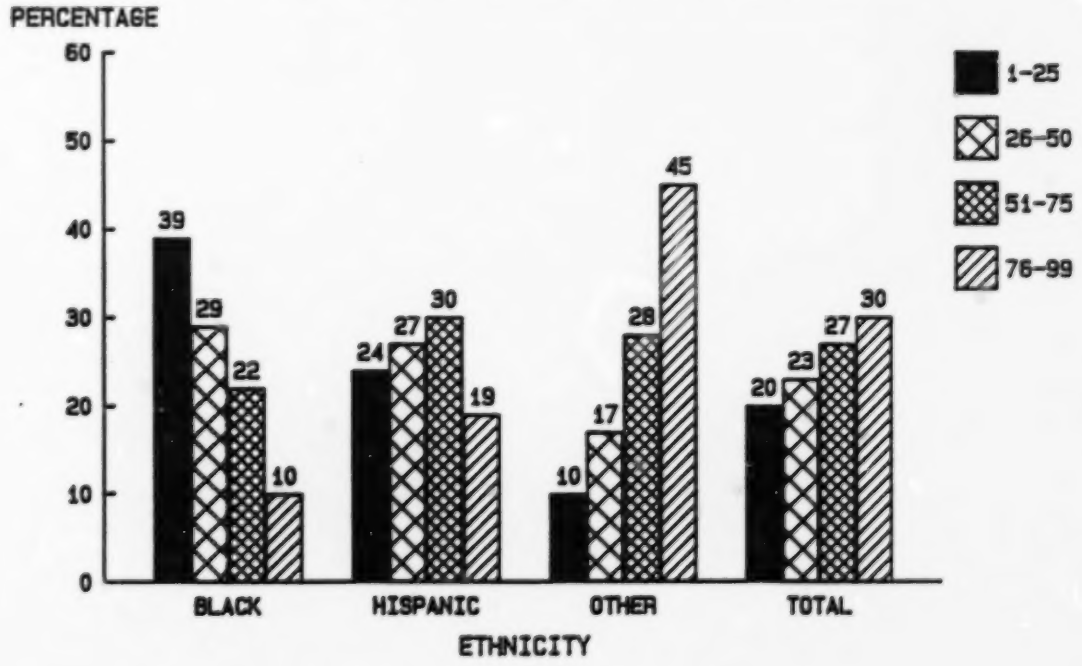

Figure 15. PERCENTAGE OF STUDENTS SCORING IN VARIOUS PERCENTILE RANGES, ITBS COMPOSITE, GRADE 8, 1986.

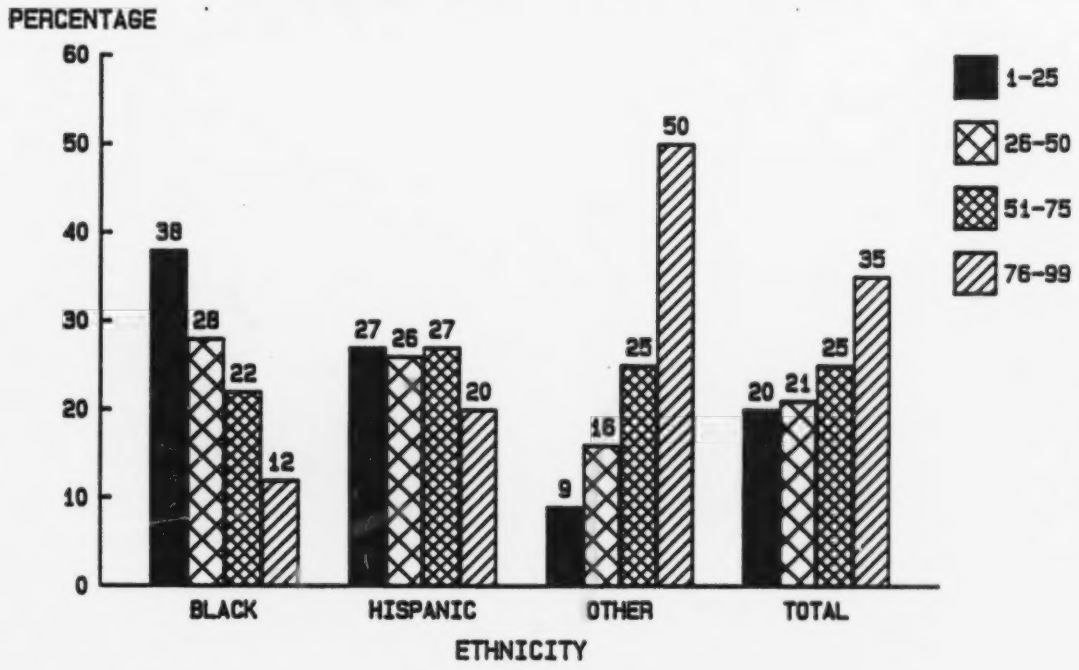

Figure 16. PERCENTAGE OF STUDENTS SCORING IN VARIOUS PERCENTILE RANGES, TAP COMPOSITE, GRADE 12, 1986.

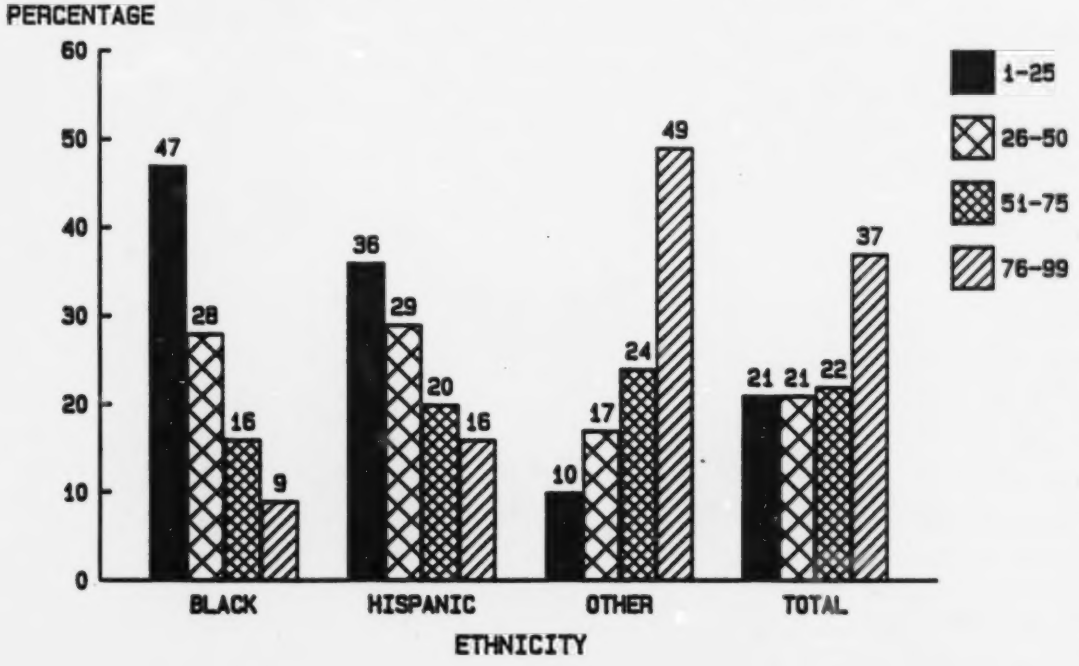

Figure 17. LEP POPULATIONS IN BIG EIGHT -- TOTAL LANGUAGES REPRESENTED AND PERCENTAGE SPANISH, VIETNAMESE AND OTHER, 1985-86.

DISTRICT	TOTAL # LANGUAGES	% SPANISH	% VIETNAMESE	% OTHER
Austin	45	87%	6%	7%
Corpus Christi	16	98%	1%	1%
Dallas	50	91%	2%	7%
El Paso	15	98%	-	2%
Ft. Worth	42	80%	10%	10%
Houston	87	87%	5%	8%
San Antonio	10	99%	-	1%
Ysleta	8	99%	<1%	<1%

Figure 18. AISD RANK AMONG URBAN EIGHT ON TEAMS, 1986.

Test	AISD Rank
Grade 1	
Mathematics	3
Reading	2
Writing	2
Grade 3	
Mathematics	3
Reading	2
Writing	2
Grade 5	
Mathematics	3
Reading	3
Writing	2
Grade 7	
Mathematics	6
Reading	1
Writing	3
Grade 9	
Mathematics	4
Reading	3
Writing	3
Exit Level	
Mathematics	1
Language Arts	1

Figure 19. COMPARISON OF AISD STUDENTS WITH THE STATE PERCENT MASTERY ON TEAMS BY ETHNICITY, 1986.

Grade	Mathematics			Reading			Writing		
	B	H	A	B	H	A	B	H	A
1	-	=	+	-	-	-	-	+	-
3	-	-	-	-	+	-	=	+	=
5	-	-	-	-	=	+	-	-	=
7	-	-	-	-	+	+	-	-	+
9	-	-	+	-	+	=	-	-	-
Exit	+	+	+	+	+	+	NA	NA	NA

B = Black
H = Hispanic
A = Anglo

+ is Above
- is Below
= is At
} State

Figure 20. NUMBER AND PERCENT RETAINED BY GRADE, 1986-87.

Grade	Number Retained	First Six Weeks Enrollment	Percentage Retained
K	88	5,349	1.6%
1	639	5,930	10.8%
2	184	4,910	3.7%
3	107	4,651	2.3%
4	127	4,476	2.8%
5	80	4,190	1.9%
6	29	4,238	.7%
7	629	4,850	13.0%
8	437	4,001	10.9%
9	1,143	5,172	22.1%
10	394	4,164	9.5%
11	205	3,606	5.7%
12	56	3,131	1.8%
Total	4,118	58,668	7.0%

Figure 21. ANNUAL 1983-84, 1984-85, AND 1985-86 HIGH SCHOOL DROPOUT RATES, BY ETHNICITY, SEX, AND GRADE.

Group	Annual Rate, 1983-84		Annual Rate, 1984-85		Annual Rate, 1985-86	
	Number	%	Number	%	Number	%
Black	286	9.7	322	10.6	314	9.8
Hispanic	554	13.8	663	16.0	661	15.3
Anglo/Other	754	7.5	963	9.1	936	9.0
Female	701	8.5	880	10.1	883	10.0
Male	893	10.3	1,068	11.8	1,028	11.3
Grade 9	661	11.4	825	13.0	911	14.2
Grade 10	419	10.0	497	11.2	456	10.1
Grade 11	349	9.7	432	12.1	354	9.5
Grade 12	165	4.9	194	5.7	190	5.8
Total	1,594	9.4	1,948	11.0	1,911	10.7